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ABSTRACT

In an attempt to draw valid conclusions concerning the ways in which American Indian/Alaskan Natives who took the General Educational Development (GED) Tests differed from the non-Indian examinee population, questionnaire responses of 319 candidates who identified themselves as American Indians/Alaskan Natives were compared with those of 11,583 examinees who marked one of the other race/ethnic options. Data indicated that, except for the preparations made for taking the GED Tests, Indian/Alaskan Native and non-Indian examinees shared a similar pattern of background, schooling, and reading habits. Generally, a higher proportion of Indian examinees reported participating in classes intended to improve the abilities reflected on the GED Tests. Indian examinees also tended to spend a greater number of hours in preparation for the tests. From the results reported, it was not clear whether the more extensive preparation taken by Indian examinees was warranted by unmeasured differences in background or level of educational development. Furthermore, it was not clear from the results whether the additional preparation taken by Indian examinees was related to the scores subsequently earned on the GED Tests. Sample questionnaires used in the study, part of a larger study of 1980 GED candidates, were appended. (CM)

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# SOME CONTRASTS BETWEEN INDIAN AND NON-INDIAN GED EXAMINEES

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GED Testing Service of
the American Council on Education

RC 012864

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Presented at the National Indian Adult Education Association Conference, Bottle Hollow Resort, Utah, September 25, 1980.

*The GED Testing Service operates under the policy direction of the Commission on Educational Credit, formerly the Commission on Accreditation of Service Experiences, of the American Council on Education*

# INTRODUCTION

For a variety of reasons, many adults did not complete a regular high school program of instruction. This does not mean, however, that their educational growth and experiences ceased on leaving school. Many persons make considerable educational progress through a variety of experiences encountered in later life. It is the purpose of the General Educational Development (GED) Testing Service to provide a means by which learning acquired from such educational experiences can be evaluated and recognized. The GED tests make it possible for qualified individuals to earn high school equivalency diplomas or certificates, enabling them to qualify for certain jobs, gain promotions, or pursue higher educational or other personal goals.

The GED Testing Program began in 1942 with the development, by the examination staff of the United States Armed Forces Institute (USAFI), of a battery of tests designed to measure the major outcomes and concepts generally associated with four years of high school education. The tests were to be available to military personnel in order to assist World War II veterans to readjust to civilian life and to pursue higher educational and vocational goals. The basic concept underlying the original GED Test Program to military personnel and veterans - the assessment of high school graduation equivalence for individuals who did not complete a formal high school program of instruction - proved to be a significant factor for encouraging returning veterans in pursuing their educational goals.

The GED Testing Program was administered by the Veterans' Testing Service, which was established in 1945 under the policy direction and supervision of the Commission on Accreditation of Service Experiences of the American Council on Education. In 1947 the GED Tests were administered to nonveteran adults for the first time. By 1959 the number of nonveteran adults tested exceeded the number of veterans. In 1963, in recognition of this change, the Veterans' Testing Service was renamed the General Educational Development Testing Service.

Since the development of the first GED tests in 1942, millions of adults have earned high school equivalency diplomas or certificates based on their test performance. In 1979 alone, more than one-half million candidates completed the GED tests throughout the United States, Canada, and other countries.

Fundamental to the success of the program and to its growth over the years has been the acceptance of the GED tests by the educational community as a valid means for awarding high school equivalency certificates. All fifty states, the District of Columbia, nine U.S. territories and nine Canadian provinces and territories now use GED test results as a basis for issuing equivalency credentials. High school equivalency diplomas or certificates issued by state departments of education on the basis of satisfactory GED test scores are official documents and, like regular high school diplomas, are nearly always accepted as valid credentials by employers and directors of apprenticeship and other training programs. In addition, most colleges and universities have admissions policies that provide for the acceptance of GED test scores in lieu of complete high school transcripts.

Through the GED Testing Service of the American Council on Education (ACE), GED tests are administered at more than 2,700 Official GED Testing Centers in the states, provinces, and territories. Testing services are provided for military personnel stationed overseas, persons incarcerated in or confined to federal and some state correctional and health institutions, and American civilians and foreign nationals overseas. Special editions of the GED tests are available in Braille,

in large print, on audio tapes. The tests are available in English, French, and Spanish editions.

The GED tests are designed to measure, as nearly as possible, the major and lasting outcomes and skills generally associated with four years of regular high school instruction. The tests use a multiple-choice question format for each of five subject areas: Writing Skills, Social Studies, Science, Reading Skills, and Mathematics. These subject areas correspond to the general framework of many high school curricula. The tests are designed so as not to penalize candidates who lack recent academic or classroom experiences or who have acquired their education in an informal manner. Candidates are tested on their retention of broad concepts and generalizations, not on how well they can remember facts and details or precise definitions.

## THE 1980 CANDIDATE STUDY

Since background information about GED candidates is not routinely collected or summarized, the only recent national picture of candidate characteristics came from the few aggregate statistics reported in the Annual Statistical Report. The GED Testing Service believed that a substantial need existed for collecting, analyzing and interpreting data from a nationally representative sample of adults taking the GED Tests. This marks the first time such a comprehensive sampling has been taken in the recent history of the General Educational Development Program. The purposes of the 1980 GED Candidate Study were three fold:

(1) To provide the information needed to describe the American adults who take the GED battery and to illustrate the expected wide range of experiences of GED candidates.

(2) To help explain the relationships between test scores and age, gender, and kind of preparation to take the tests.

(3) To gather information and statistical data that will be useful in the development of future GED Test forms.

## SAMPLE SELECTION FOR THE 1980 CANDIDATE STUDY

In order to accomplish these goals, we decided to collect information from a nationally representative sample of about 250 Official Testing Centers throughout the United States during April and May, 1980. This sample of Centers was to represent about ten percent of the current centers and was to include at least one center from each state. A questionnaire, specially designed for use in the Study, was prepared and distributed to all selected Centers. All candidates who took one or more of the tests in the GED battery during April and May, 1980 at one of these Centers were asked to complete the questionnaire.

The selection of Centers to participate in the study was accomplished through the following steps:

- Based on the 1978 Annual Statistical Reports submitted by Official GED Test Centers; a population of 2442 centers in the United States was available.
- Within each state, the centers were sorted by volume of 1978 testing.
- Within each state, this sorted population of centers was divided into blocks of 10 centers. Within each block, a primary center to be contacted first and a corresponding backup center (to be contacted if the primary center was not available) were selected using a computer random selection technique. A total of 243 center pairs were initially selected.
- Preliminary statistical reports for 1979 indicated that 15 of the primary centers had closed during 1979. In each case the corresponding backup center substituted, and new backup centers were chosen randomly from those remaining in the block.
- These 243 centers were contacted to ascertain whether any testing was planned for April or May, 1980 and to secure participation if testing was scheduled.
- Of the 243 centers originally selected, only 18 planned no testing and so were replaced with the corresponding backup center. In only three cases was it necessary to randomly re-select two new primary and backup centers because both original primary and backup centers were either closed or estimated that no persons would be tested between April 1 and May 31, 1980.

The number of centers selected in each state and the number of backup centers selected in each state will be reported elsewhere. In all, 224 (94%) of the 238 participating centers (five centers tested no persons during the two month study period) returned completed survey forms for at least one examinee. This resulted in usable survey information for 12,599 examinees.

## 1980 CANDIDATE STUDY
## OVERALL PLAN FOR ANALYSIS

This study is intended to provide a data base that will permit the GED Testing Service staff to complete a series of reports during the next three years. The reports to be issued can be characterized as:

Phase 1: A detailed report describing the candidates who take the GED Tests. This report will consider all characteristics reflected in the survey questionnaire. A second report in this phase will consider the differences in characteristics among major examinee subpopulations (e.g., men and women, age intervals, etc.)

Phase 2: A detailed report relating candidate characteristics to the scores earned on the GED Tests. A second report will focus on the differences in test results for major examinee sub-populations.

Phase 3: Additional reports involving detailed analyses of the examinees' performance on the various types of questions used in the test battery.

As of September, 1980, we are nearly finished with the editing of questionnaire data (e.g. resolving ambiguous responses, clearing up questionnable data, coding free response answers into usable form for summarization) so that the results presented today are in the form of a preliminary report. It is expected, however, that although a few minor changes may occur in the numbers of candidates answering certain questions, the major conclusions will remain valid at the completion of the final reports for Phase 1 of the study.

## AIMS OF THIS REPORT

It is my purpose today to describe, in as much detail as our data permit, the characteristics of American Indian/Alaskan Natives who take the GED Tests. Of particular interest, in addition to the description, are the ways in which this population of GED examinees differs from the non-Indian examinee population. At the outset, I should make clear that, in viewing our results, I find more similarities than differences. That is, in most key respects included in the survey instrument, the characteristics of Indian examinees resemble those of non-Indians.

## METHODS

In attempting to draw valid conclusions, I systematically compared the questionnaire responses of the 319 candidates who identified themselves as American Indians/Alaskan Natives with those of the 11,583 examinees who marked one of the other race/ethnic options. (Another 697 examinees marked no catetory in this portion of the questionnaire and were excluded from all analyses in this report.) The 319 self-described Indians represent 2.5% of the total number of examinees who completed the survey form (or 2.7% of those marking one of the race/ethnic options).

Since the data for these 11,902 examinees represent only a sample of those who were taking the GED tests nation-wide during the study period, it is necessary to use statistical procedures to determine whether or not observed similarities and differences in the responses of the Indian and non-Indian samples can be expected to generalize to the population of examinees during this period. For questions yielding categorical information only, frequency tables were prepared that contrasted the response frequencies for Indians with those for non-Indians. A chi-square test of equal population probabilities was calculated. Only those characteristics for which a significance level of .05 was obtained (that is, the observed differences were very unlikely to have occurred if the two sub-populations actually were identical in their responses) are identified in this report as representing differences in the sub-populations. For information of the ordinal or interval nature (chiefly quantitative information) independent groups t-tests were used, again with a significance level of .05 used to distinguish those areas in which the populations are assumed to differ.

## BACKGROUND OF INDIAN AND NON-INDIAN EXAMINEES

Sex. As shown in Table 1, both Indian and non-Indian samples contained slightly more women than men. From the analyses, of the sample data (51.10% of the Indians and 58.18% of the non-Indians were women), it seems likely that a higher proportion of non-Indian examinees than Indian examinees are women.

Age. Although the median age was 21 for both samples of examinees, the mean ages differed (24.2 for Indians; 25.2 for non-Indians)--although not by a great enough amount to conclude that the two populations show the same trend. Both samples illustrated the wide range in ages (17-74 for Indians; 15-84 for non-Indians) that characterizes GED examinees.

Birthplace. As is clear from Table 2, nearly all GED examinees tested in the U.S. were born in this country. (This was the case for 94.67% of the Indians and 92.96% of the non-Indians.) I conclude that the Indian and non-Indian populations do not differ appreciably in this regard.

Current/Job. Although the Indian sample was too small to permit a definitive analysis, it appears that Indian and non-Indian examinees show a similar wide variation in the kinds and levels of jobs currently or recently held. Relatively few examinees (3.93% of the Indians and 5.55% of the non-Indians) had never worked at the time they took the tests. Appreciable numbers of examinees (9.51% of the Indians and 14% of the non-Indians) described themselves as homemakers at the time they took the tests. A complete breakdown of the responses on this question is given in Table 3. Clearly, the GED examinees are usually working, at least part time, when they take the tests.

Language. When asked about the language they most frequently spoke and wrote today and between ages 6 and 13, at least 90% of the examinees in both samples listed English. As shown in Table 4, the percentages for Indians and non-Indians were similar, except for the language written between ages 6 and 13. In that case, I conclude that a greater proportion of non-Indian than Indian examinees in the GED population wrote in a language other than English while they were growing up. (The sample percents were 3.95% for non-Indians and 0.95% for Indians.)

Location. The Indian examinee sample was drawn from a large portion of the country, with 44 of the 51 (states and District of Columbia) jurisdictions represented in the Indian sample. No state accounted for more than 8% of the Indian sample; Texas, California, Washington, Arizona, New York and Florida each contributed more than 5% of the Indian sample. A few states (Alaska, Idaho, Montana, Arizona, North Dakota, Wyoming, Washington and Michigan) were shown to contribute proportionately more Indian than non-Indian examinees. Aside from these exceptions, however, the Indian sample studied here is a reasonably diverse one; I conclude that the population of Indian examinees is, too, rather broadly distributed across the country.

Summary. Except for two notable differences (in the language used for writing between ages 6-13 and the ratio of women to men examinees) I conclude that Indian and non-Indian GED examinee populations are very similar with respect to the background information gathered in this study.

## SCHOOLING OF INDIAN AND NON-INDIAN EXAMINEES

Highest Grade Completed. For both Indian and non-Indian samples, about 88% of the examinees had completed ninth grade or higher before they took the tests; nearly seventy percent had completed 10th grade or higher; but only about 35% had completed 11th grade. I conclude that the Indian and non-Indian examinee populations are very similar with respect to the amount of formal, prior high school education completed before taking the tests. Table 5 contains a complete tabulation on this question.

Grades in school. In reporting the grades earned while attending high school, Indian and non-Indian samples gave very similar responses. In both samples, about 10% of the examinees reported grades of at least B+ (half A and half B); about 25% reported grades of C- (half C and half D) or below that would have generally represented a mark of inadequate progress in school. Most examinees reported grades of C or better during the period they were enrolled in high school. It should be noted that these were self-reported grades and that no verification against high school records was made. Thus, these reports may be subject to some degree of distortion and, possibly, a tendency to over-report earlier academic progress. Table 6 contains the percentages by grade category for each sample.

Reason for leaving high school. As shown in Table 7, the reasons cited by both samples for leaving high school were very similar. In both, about 40% of the examinees cited personal reasons (a broad classification probably including many different reasons), about 20% said that they had needed to go to work, and another 13% or so attributed their failure to finish high school to a poor or unsatisfactory academic progress record. I conclude that Indian and non-Indian examinee populations offer similar reasons for failing to complete high school.

Summary. In all survey areas relating to high school background, I conclude that Indian and non-Indian examinee populations are similar.

## PREPARATION TO TAKE THE GED TESTS

Reasons for taking the tests. For both Indian and non-Indian examinee samples, the reasons given for taking the GED tests are similar. As can be seen in Table 8, about one third of the examinees cite a future job requirement as the chief reason; about 30% of both samples said that they took the tests in order to meet an admissions requirement for a college or vocational training program. About one fourth of both samples took the tests primarily for their own personal satisfaction--that is, with no direct educational or vocational aim.

Kind of preparation. As is suggested in Table 9, and confirmed by our analyses, Indian and non-Indian examinee populations appear to differ in many respects in their preparation for the tests. A higher proportion of the Indian examinees attended classes to improve their abilities in areas related to the test content. The differences are appreciable for Social Studies, Science, Reading and Mathematics classes. In addition, a higher proportion of Indian examinees report having taken a practice test as a part of their preparation. Although Indian and non-Indian examinees spend similar amounts of time in preparation immediately before (during the two weeks prior to) taking the test, Indians appear to spend a greater amount of time in preparation overall. Strikingly, the typical (median) non-Indian examinee spends 20 hours in preparation; the typical (median) Indian examinee spends 30 hours. Because the distributions of hours spent in preparation are highly skewed (with about 5% of the examinees in each sample reporting more than 200 hours in preparation), the average number of hours spent in preparation (65 for non-Indians; 90 for Indians) may be misleading. Even conservatively, using the median figures, it seems clear that Indian examinees typically spend more time in preparation than do non-Indians.

Cost of preparation. In the survey, we asked examinees to estimate the amounts of money they had spent for various preparation efforts. Table 11 presents the median cost estimates for both examinee samples. When the typical (median) values are considered, Indian and non-Indian examinees spend about the same amount for preparation. Further, for most examinees, the expenditures on preparation were modest; considering both direct costs and lost wages, the typical (median) examinee spent only about $10-12 for preparation. In examining the larger amounts estimated, possibly subject to some distortion, about 10% of the Indian examinees and about 5% of the non-Indians spent more than $100 in preparation to take the tests. In these extreme cases, however, the greater expenditures for Indian examinees are attributable chiefly to transportation and lost wages--not to direct instructional costs.

Summary. It is in the preparation area that the clearest differences between Indian and non-Indian examinees emerge. On the whole, a higher proportion of Indian examinees report participating in classes intended to improve the abilities reflected on the GED Tests. Too, Indian examinees tend to spend a greater number of hours in preparation for the tests, although the portion of the preparation occuring during the two weeks preceding the tests is similar.

## READING HABITS

Amount and type of Reading. Since it is acknowledged that the ability to read and comprehend written material is a major factor in the scores earned by examinees on the GED Tests, the survey also included some questions asking examinees to report on their typical reading activity. The first of these, reported in Table 12, asked examinees to report on the average number of hours spent reading per week. Although the samples differed slightly in the median figures reported (median of 10 hours for Indians; 8 hours for non-Indians), the populations of examinees appear to be quite similar in their reported activity--in both amount and type of material read.

Reasons for Reading. Indian examinees, while generally sharing the non-Indian examinees' pattern of reasons, did appreciably more often report reading to escape, to fulfill educational requirements, and to satisfy work needs for career knowledge. In reporting the single most important reason, however, the samples were quite similar. Table 13 contains a summary of the responses in this area.

Summary. In spite of a few differences in the reasons given for reading, Indian and non-Indian examinees appear to have similar reading habits.

## CONCLUSIONS

Except for the preparations made for taking the GED Tests, Indian/Alaskan native and non-Indian examinees share a similar pattern of background, schooling and reading habits. It is not clear, from the results reported here, whether the more extensive preparation taken by Indian examinees is warranted by unmeasured differences in background or level of educational development. Neither is it clear from these results whether the additional preparation taken by Indian examinees is related to the scores subsequently earned on the GED Tests. Planned analyses will examine the latter issue.

PRELIMINARY REPORT 1980 GED NATIONAL CANDIDATE STUDY
FREQUENCIES FOR QUESTIONNAIRE DATA
ADMINISTERED DURING APRIL/MAY 1980

TABLE 1

HOW DO YOU DESCRIBE YOURSELF?

GENDER:
[M] Male
[F] Female

RACE/ETHNIC BACKGROUND *(Mark as many as apply)*
[a] American Indian or Alaskan Native
[b] Asian or Pacific Islander
[c] Black
[d] Hispanic
[e] White
[f] Other _____
*PLEASE PRINT CLEARLY*

| | PERCENT | |
|---|---|---|
| GENDER | INDIAN | NON-INDIAN |
| FEMALE | 51.10 | 58.18 |
| MALE | 48.90 | 41.82 |
| TOTAL | 319 | 11,576 |

| | PERCENT | |
|---|---|---|
| RACE | INDIAN | NON-INDIAN |
| ASIAN OR PACIFIC ISL. | 0.00 | 1.30 |
| AMERICAN INDIAN/ALASKAN | 100.00 | 0.00 |
| BLACK | 0.00 | 17.61 |
| HISPANIC | 0.00 | 6.03 |
| WHITE | 0.00 | 72.37 |
| MEXICAN AMERICAN | 0.00 | 0.68 |
| PUERTO RICAN | 0.00 | 0.06 |
| OTHER* | 0.00 | 1.95 |
| TOTAL | 319 | 11,583 |

*NOTE: 43 of these candidates marked two or more categories.

PRELIMINARY REPORT 1980 GED NATIONAL CANDIDATE STUDY
FREQUENCIES FOR QUESTIONNAIRE DATA
ADMINISTERED DURING APRIL/MAY 1980

TABLE 2

BIRTHPLACE: ☐ USA ☐ Other Country *(Please Print Clearly)*_____

PERCENT

| | INDIAN | NON-INDIAN |
|---|---|---|
| U.S. | 94.67 | 92.96 |
| OTHER | 5.33 | 7.04 |
| TOTAL | 300 | 10,810 |

PRELIMINARY REPORT 1980 GED NATIONAL CANDIDATE STUDY
FREQUENCIES FOR QUESTIONNAIRE DATA
ADMINISTERED DURING APRIL/MAY 1980

TABLE 3

PLEASE DESCRIBE BELOW THE PRIMARY JOB YOU CURRENTLY HOLD OR MOST RECENTLY HELD.
*Mark only one box.*

a Clerical (such as bank teller, typist, secretary, ticket agent, mail carrier).

b Crafts (such as baker, painter, plumber, automobile mechanic, telephone installer, carpenter).

c Farmer, or farm manager.

d Homemaker.

e Laborer (such as construction worker, car washer, sanitary worker, farm laborer).

f Manager (such as sales manager, office manager, school administrator, buyer, government official).

g Military (such as career officer or enlisted man or woman in the armed forces).

h Operative (such as meat cutter, assembler, macnine operator, welder, taxicab, bus, or truck driver).

i Proprietor or owner (such as owner of small business contractor restaurant owner).

j Protective Service (such as detective, guard, or fire fighter).

k Service (such as barber, beautician, practical nurse, teacher's aide, private household worker, janitor, waitress, waiter).

l Technical (such as drafting, medical or dental technician, computer operator or programmer).

m Professional (such as accountant, artist, registered nurse, writer, engineer, librarian social worker, actor, actress, athlete, politician).

n School Teacher (such as preschool, elementary, or secondary).

o Never Worked.

PRESENT JOB

| | PERCENT | |
|---|---|---|
| | INDIAN | NON-INDIAN |
| CLERICAL | 13.44 | 11.00 |
| CRAFTS | 10.49 | 8.44 |
| FARMER/FARM MGR. | 1.31 | 1.20 |
| HOMEMAKER | 9.51 | 14.00 |
| LABORER | 17.38 | 13.97 |
| MANAGER | 2.30 | 3.16 |
| MILITARY | 4.59 | 3.54 |
| OPERATIVE | 10.82 | 12.09 |
| PROPRIETOR | 0.98 | 1.55 |
| PROTECTIVE SERVICE | 1.31 | 1.15 |
| SERVICE | 19.34 | 19.55 |
| TECHNICAL | 1.31 | 1.80 |
| PROFESSIONAL | 2.30 | 2.24 |
| SCHOOL TEACHER | 0.98 | 0.75 |
| NEVER WORKED | 3.93 | 5.55 |
| TOTAL | 305 | 11,031 |

(Percents do not add to 100 due to rounding.)

PRELIMINARY REPORT 1980 GED NATIONAL CANDIDATE STUDY
FREQUENCIES FOR QUESTIONNAIRE DATA
ADMINISTERED DURING APRIL/MAY 1980

TABLE 4

For many adults, English was not the language used most often when they were children. Although they may speak/write English most frequently today, they spoke/wrote another language as they were growing up.

Mark only one box for each question.

Between the ages of 6 and 13, which one language did you SPEAK most often at home?
☐ English ☐ Other _____

Which one language do you speak most often today? ☐ English ☐ Other _____

Between the ages of 6 and 13, which one language did you WRITE most often?
☐ English ☐ Other _____

Which one language do you write most often today? ☐ English ☐ Other _____

LANGUAGE SPOKEN

| | PERCENT AGE 6-13 | | PERCENT TODAY | |
|---|---|---|---|---|
| | INDIAN | NON-INDIAN | INDIAN | NON-INDIAN |
| ENGLISH | 90.16 | 92.09 | 97.75 | 97.47 |
| OTHER | 9.84 | 7.91 | 2.25 | 2.53 |
| TOTAL | 315 | 11,264 | 311 | 11,071 |

NOTE: A total of 53 different languages were indicated as spoken between the ages of 6 and 13, while 30 different languages were noted as spoken today. Final editing is still in progress.

LANGUAGE WRITTEN

| | PERCENT AGE 6-13 | | PERCENT TODAY | |
|---|---|---|---|---|
| | INDIAN | NON-INDIAN | INDIAN | NON-INDIAN |
| ENGLISH | 99.05 | 96.05 | 99.04 | 98.47 |
| OTHER | 0.95 | 3.95 | 0.96 | 1.53 |
| TOTAL | 315 | 11,206 | 313 | 11,155 |

NOTE: A total of 46 different languages were indicated as written between the ages of 6 and 13, while 29 different languages noted as written today. Final editing is still in progress.

PRELIMINARY REPORT 1980 GED NATIONAL CANDIDATE STUDY
FREQUENCIES FOR QUESTIONNAIRE DATA
ADMINISTERED DURING APRIL/MAY 1980

TABLE 5

Please indicate the highest grade that you completed while you were in school.

☐ Sixth or less ☐ Eighth ☐ Tenth ☐ Twelfth
☐ Seventh ☐ Ninth ☐ Eleventh

HIGHEST GRADE COMPLETED

| | PERCENT | |
|---|---|---|
| | INDIAN | NON-INDIAN |
| SIXTH OR LESS | 0.32 | 1.09 |
| SEVENTH | 2.55 | 2.18 |
| EIGHTH | 9.55 | 9.04 |
| NINTH | 18.79 | 19.11 |
| TENTH | 35.03 | 31.43 |
| ELEVENTH | 31.53 | 32.48 |
| TWELFTH | 2.23 | 4.67 |
| TOTAL | 314 | 11,460 |

NOTE: Many of those candidates who indicated that they had completed Twelfth grade either: 1) were "lacking 1 credit", 2) "completed High School in a foreign country," or 3) "high school records were lost."

PRELIMINARY REPORT 1980 GED NATIONAL CANDIDATE STUDY
FREQUENCIES FOR QUESTIONNAIRE DATA
ADMINISTERED DURING APRIL/MAY 1980

TABLE 6

Which of the following best describes your grades while you were in school?

1 Mostly A (a numerical average of 90-100)
2 About half A and half B (85-89)
3 Mostly B (80-84)
4 About half B and half C (75-79)
5 Mostly C (70-74)
6 About half C and half D (65-69)
7 Mostly D (60-64)
8 Mostly below D (below 60)

GRADES WHILE IN SCHOOL

| | PERCENT | |
|---|---|---|
| | INDIAN | NON-INDIAN |
| MOSTLY A | 1.59 | 1.74 |
| HALF A: HALF B | 8.60 | 8.70 |
| MOSTLY B | 11.78 | 12.63 |
| HALF B; HALF C | 28.03 | 28.69 |
| MOSTLY C | 23.25 | 25.08 |
| HALF C; HALF D | 20.70 | 16.58 |
| MOSTLY D | 4.14 | 4.62 |
| MOSTLY BELOW D | 1.91 | 1.98 |
| TOTAL | 314 | 11,389 |

NOTE: Less than two percent of the candidates reported high school grades of "MOSTLY A."

PRELIMINARY REPORT 1980 GED NATIONAL CANDIDATE STUDY
FREQUENCIES FOR QUESTIONNAIRE DATA
ADMINISTERED DURING APRIL/MAY 1980

TABLE 7

There are many possible reasons for not completing high school. Some adults may have been sick or had to work because of financial responsibilities. Others may have entered the armed forces. Which one item best describes your reason for not completing high school.

*Mark only one box.*

1 I found that high school was not challenging enough.

2 I needed to work in order to support myself or others.

3 I bacame very sick.

4 I was not doing well in high school classes.

5 I entered the armed forces.

6 I did not complete high school for personal reasons.

7 Other, please explain_____

REASON FOR NOT COMPLETING HIGH SCHOOL

| | PERCENT | |
|---|---|---|
| | INDIAN | NON-INDIAN |
| *COMPL. H.S./REC. LOST | 0.32 | 1.07 |
| HIGH SCHOOL NOT | 5.45 | 5.43 |
| NEEDED TO WORK | 22.12 | 18.50 |
| BECAME VERY SICK | 2.88 | 2.46 |
| NOT DOING WELL | 15.06 | 12.92 |
| ENTERED THE ARMY | 4.49 | 4.51 |
| PERSONAL REASONS | 38.14 | 40.96 |
| OTHER | 4.17 | 6.82 |
| *PREGNANT/MARRIED | 6.09 | 6.57 |
| *PARENTS DECEASED/ILL | 1.28 | 0.77 |
| TOTAL | 312 | 11,386 |

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NOTE: *859 indicated either "pregnant," "got married," "parents deceased" or "parents were sick" in the space provided for "other" category. 123 candidates also indicated that they did complete high school in a foreign country, or their high school records were lost.
(Percents do not add to 100 due to rounding.)

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TABLE 8

Which one item best describes your reason for taking the GED? *(Please mark only one box.)*

a Present job requirement. *(Passing the GED will let me keep my present job.)*

b Future job requirement. *(Passing the GED will let me qualify for future job opportunities.)*

c To meet an admission requirement for a college and/or vocational training program.

d Own personal satisfaction. *(My performance will not directly influence my job or admission to a specific educational program.)*

e Military requirement. *(Passing the GED will let me enter the military.)*

f Other, please explain_____

REASON FOR TAKING THE GED

| | PERCENT | |
|---|---|---|
| | INDIAN | NON-INDIAN |
| PRESENT JOB REQ. | 3.48 | 3.22 |
| FUTURE JOB REQ. | 34.81 | 35.48 |
| ADMISSION REQ. | 31.33 | 28.56 |
| PERSONAL SATIS. | 22.15 | 25.18 |
| MILITARY REQ. | 6.65 | 5.53 |
| OTHER | 1.58 | 2.03 |
| TOTAL | 316 | 11,423 |

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TABLE 9

In preparing for the GED, some adults have used study guides, manuals, private tutors, or have taken special review classes while others have not prepared or "studied" for the GED before taking it. The next questions are about the way you prepared for the GED.

Please mark each item that describes a way you prepared for the GED. *(Mark as many boxes as apply.)*

I attended a class designed to improve my abilities in:

☐ Writing ☐ Social Studies ☐ Science ☐ Reading ☐ Mathematics ☐ Test Taking

☐ I worked with an individual tutor.

☐ I took the "Official GED Practice Test" provided by the GED Testing Service.

☐ I studied from a book/manual designed for "GED preparation" (other than those published by the GED Testing Service).

☐ I watched GED preparation programs on Public Television (PBS).

☐ I did not prepare in any way to take the GED.

| ATTENDED CLASS DESIGNED TO IMPROVE ABILITIES IN: | PERCENT | |
|---|---|---|
| | INDIAN | NON-INDIAN |
| WRITING | 32.60 | 27.67 |
| SOCIAL STUDIES | 36.05 | 29.89 |
| SCIENCE | 36.05 | 28.90 |
| READING | 40.75 | 34.59 |
| MATHEMATICS | 46.39 | 40.08 |
| TEST TAKING | 23.82 | 20.66 |
| WORKED W/INDIV. TUTOR | 6.27 | 6.83 |
| TOOK PRACTICE TEST | 27.27 | 22.15 |
| STUDIED BOOK/MANUAL | 42.63 | 41.01 |
| WATCHED PREP. PROG. | 2.19 | 2.08 |
| DID NOT PREPARE | 21.00 | 21.21 |

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TABLE 10

About how many total hours did you spend preparing to take the GED? _____ _____(HOURS)

About how many of these hours were spent during the past two weeks? _____(HOURS)

| PERCENT | | TOTAL HOURS PREPARATION | MEDIAN* | |
|---|---|---|---|---|
| INDIAN | NON-INDIAN | | INDIAN | NON-INDIAN |
| 13.86 | 15.37 | 0 TOTAL HOURS | 30 HOURS | 20 HOURS |
| 19.48 | 19.75 | 1-10 TOTAL HOURS | | |
| 16.10 | 20.00 | 11-30 TOTAL HOURS | | |
| 13.11 | 12.48 | 31-50 TOTAL HOURS | | |
| 14.61 | 13.75 | 51-100 TOTAL HOURS | | |
| 13.11 | 10.71 | OVER 100 HOURS | | |
| 9.74 | 7.96 | OTHER TYPE OF RESPONSE WHICH SHOWED SOME PREPARATION. | | |
| 267 | 9442 | Total | | |

NOTE: *(Based on those candidates who provided an "hours" response: N = 8931. The actual value may be higher due to the 838 candidates who also indicated some preparation in non-quantitative language.)

| PERCENT | | HOURS PREPARING DURING PAST TWO WEEKS | MEDIAN* | |
|---|---|---|---|---|
| INDIAN | NON-INDIAN | | INDIAN | NON-INDIAN |
| 22.31 | 24.21 | 0 HOURS | 8.5 HOURS | 8.0 HOURS |
| 34.30 | 39.18 | 1-10 HOURS | | |
| 14.88 | 17.36 | 11-20 HOURS | | |
| 8.26 | 6.92 | 21-30 HOURS | | |
| 11.16 | 5.57 | 31-50 HOURS | | |
| 6.61 | 4.66 | OVER 50 HOURS | | |
| 2.48 | 2.11 | INDICATED SOME TYPE OF RESPONSE WHICH SHOWED SOME PREPARATION. | | |
| 242 | 8907 | TOTAL | | |

NOTE: *(Based on those candidates who provided "hours" response: N = 8955.)
(Percents do not add to 100 due to rounding.)

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TABLE 11

Please indicate about how many dollars you spent in each of the following areas in preparing to take the GED.

I spent about... _____ for books, or practice manuals.

_____ for tuition for classroom instruction.
_____ for an individual tutor.
_____ for transportation (such as gas and oil, bus fare used in traveling to a review class).
_____ in lost salary because I had to miss work or leave early.

SUMMARY OF MONEY SPENT

| | INDIAN | | NON-INDIAN | |
|---|---|---|---|---|
| AREA | MEDIAN | 95th PERCENTILE | MEDIAN | 95th PERCENTILE |
| BOOKS/MANUALS | $ 0 | $ 37 | $ 4 | $ 20 |
| TUITION/INSTRUCTION | $ 0 | $ 25 | $ 0 | $ 40 |
| TUTOR | $ 0 | $ 3 | $ 0 | $ 0 |
| TRANSPORTATION | $10 | $118 | $10 | $ 75 |
| LOST SALARY | $ 0 | $ 98 | $ 0 | $ 70 |

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NOTE: Two additional variables were created; "Money Direct": which represented the sum of money spent for books, tuition, tutors, and transportation. "Money Total" = Sum of Money Direct Plus lost salary.

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| | INDIAN | | NON-INDIAN | |
|---|---|---|---|---|
| VARIABLE | MEDIAN | 95th PERCENTILE | MEDIAN | 95th PERCENTILE |
| MONEY DIRECT ..... | $10 | $150 | $10 | $ 93 |
| MONEY TOTAL ..... | $12 | $175 | $10 | $101 |

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TABLE 12

Some adults are able to read the newspaper regularly, others read magazines and/or books. Many do not have enough time to read regularly. About how many total hours per week are you able to spend reading? (Include newspapers, books, magazines and technical reports or manuals.) _____
HOURS PER WEEK

HOURS READING PER WEEK

| PERCENT | | |
|---|---|---|
| INDIAN | NON-INDIAN | RANGE (HOURS/WEEK) |
| 2.14 | 1.55 | 0 |
| 29.18 | 35.21 | 1- 5 |
| 29.89 | 31.23 | 6-10 |
| 14.95 | 12.49 | 11-15 |
| 9.61 | 7.57 | 16-20 |
| 4.98 | 3.90 | 21-25 |
| 9.25 | 8.06 | OVER 25 |
| (MEDIAN 10 HOURS) | (MEDIAN 8 HOURS) | |

(Percents do not add to 100 due to rounding.)

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Please mark each of the following items which describe materials that you are able to read at least once per week.

*Mark as many boxes as apply.*

☐ Books/Manuals ☐ Newspapers

☐ Magazines/Journals ☐ I am unable to read any of these regularly

| PERCENT | | |
|---|---|---|
| INDIAN | NON-INDIAN | |
| 55.49 | 52.31 | BOOKS/MANUALS |
| 57.99 | 57.33 | MAGAZINES/JOURNALS |
| 72.41 | 76.23 | NEWSPAPERS |
| 8.46 | 7.87 | UNABLE TO READ REGULARLY |

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NOTE: About 92% of each sample indicated that they read at least one of the above on a regular basis; about 31% read all of them regularly.

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## TABLE 13

Those people who are able to read do so for many different reasons. For example, some adults might read for pleasure while others might read because it is required by their job. Please mark all items in the first column which describe a reason why you read; then mark the one box in the second column which best describes the single-most important reason why you read.

| PERCENT | | | |
|---|---|---|---|
| INDIAN | NON-INDIAN | I READ FOR THESE REASONS: | THE MOST-IMPORTANT REASON IS: |
| 30.09 | 31.05 | _ Time Filler ..... | a |
| 50.78 | 50.16 | _ Relaxation ..... | b |
| 60.50 | 61.67 | _ General Knowledge ..... | c |
| 16.30 | 10.43 | _ Escape ..... | d |
| 28.53 | 23.18 | _ Fulfill Educaitonal Requirements .... | e |
| 16.93 | 18.25 | _ Spiritual/Religious ..... | f |
| 46.71 | 47.17 | _ Pleasure/Recreation ..... | g |
| 36.99 | 31.27 | _ Knowledge for Work/Career ..... | h |
| 5.02 | 3.41 | _ Other, _____ | i |

MOST IMPORTANT REASON

| | PERCENT | |
|---|---|---|
| | INDIAN | NON-INDIAN |
| TIME FILLER | 2.26 | 5.09 |
| RELAXATION | 15.34 | 13.70 |
| GENERAL KNOWLEDGE | 34.84 | 35.99 |
| ESCAPE | 1.81 | 1.67 |
| FULFILL EDUCATION | 11.31 | 6.83 |
| SPIRITUAL RELIGIOUS | 4.07 | 6.07 |
| PLEASURE RECREATION | 16.29 | 17.81 |
| KNOWLEDGE FOR WORK | 12.67 | 11.42 |
| OTHER | 0.90 | 1.43 |
| TOTAL | 221 | 7550 |

(Percents do not add to 100 due to rounding.)